

**Vision and values incl. partnership working** - All leaders at Halfway Nursery Infant School pursue excellence and model professional standards in all aspects of their work. This is in line with the school's clear and compelling vision, values, ethos and culture of high expectations and aspirations for all stakeholders. Our SLT is committed to building succession planning and leadership development at all levels and is actively involved with school to school support in our community - both within the Westfield Family of Schools and also in terms of closer partnership with Halfway Junior School. This includes strategic group meetings (e.g. our Head has been appointed onto the Steering Group for our locality), ECT CPD, termly moderation, curriculum leads training, learning showcases, middle leaders training sessions and networking events e.g. Family of Schools writing moderation - May 2022. Partnership working was also invaluable throughout the pandemic to enable schools to support each other to continue to deliver high quality education and care - to children both in school and those learning remotely - in very challenging circumstances.

Governors hold senior leaders to account for all aspects of our performance. Senior leaders have specific responsibility to lead, support, monitor and evaluate impact on achievement of **Disadvantaged Pupils through the effective use of additional funding/Pupil Premium** - We have an increasing number of children entitled to PP funding - 62 children/30% of our school community - and have a clear rationale for PPG spending to respond to needs of our most vulnerable learners. Whilst data still evidences a gap in phonics, this gap is narrowing e.g. 77% of PP pupils passed the Y1 Phonics Screening Check in 2022 (compared with 88% on non-PP children), compared with only 54% of PP children in 2019. In EYFS, gaps narrowed in 2022, with 62% of PP children achieving GLD, compared to only 50% in 2019 (with notable gaps of -14%/-15% in Word Reading, Writing and also Numerical Patterns). However, PP children at the end of KS1 underperformed across the board when compared to non-PP KS1 children in 2022, with the most significant gaps in reading (47% of PP children achieved A+ compared to 85% on non-PP children) and writing (53% PP compared to 85% non-PP children).

An external Pupil Premium Review took place in December 2019 which also highlighted literacy skills, underpinned by communication, as a key area of need. This remains a priority (see PP Strategy), with further support around Speech, Language and English needed as this was an area of regression in learning after lockdown/school closures.

**"Leaders use the pupil premium funding very effectively. The high-quality pastoral work, alongside well-trained teaching assistants, ensures that disadvantaged pupils are making similar rates of progress to other pupils at the school. The gap in attainment is closing in all year groups."** Ofsted 2019

**Sports Premium.** Our PE leader continues to ensure that the Sports Premium is improving the quality of experience, breadth and range of sports and activities e.g. through high quality CPD for staff, differentiated PE learning, sharing of schemes of work, resources and assessment. Our Big PE approach enables staff to work alongside specialist coaches in dance/athletics/games - 100% of EYFS and KS1 teachers received ongoing CPD from specialist coach in dance, athletics, gymnastics and games in 2021-22. The impact of funding includes - 100% children participation in Health and Wellbeing days, 100% PE lessons are at least good, improved data across school e.g. end of year data from 2022 shows 90%+ of children are working at A+ in all year groups, 69% of KS1 children attended an extra-curricular club in 2021-22, with a Bronze Games Mark and a Merit Sportsmark Award to acknowledge the raised profile of PE/sport across our school.

High expectations are also placed on **middle leaders** who are developing an increased whole school strategic awareness of standards in their subject, and driving whole school improvement in their specific area of expertise. TLR posts were awarded again in 2021-22 to develop further leadership capacity to drive improvements in T&L of maths, phonics/reading and health and wellbeing to ensure we support emotional and physical wellbeing as our children engage with the full curriculum and catch up with any learning lost.

**"Leaders at all levels are passionate and tenacious. They are extremely effective in driving improvements in all areas of school. Leaders are proactive, knowledgeable and work cohesively together. They have an excellent understanding of their areas of responsibility and use it to bring about positive change."** Ofsted 2019

**Monitoring and self-evaluation** is robust and accurate, and takes into account views of different stakeholders to develop capacity for sustainable improvement. Highly effective procedures for monitoring the quality for teaching and learning **have been reintroduced, after the Covid-19 pandemic and staffing shortages affected the way we monitored/the monitoring schedule**, to give leaders/GB an accurate understanding of the quality of education at HNIS to ensure a strong link between learner outcomes, performance management and career progression. A monitoring and evaluation schedule is used to ensure robustness, distributed leadership and full involvement of both middle and senior leaders incl. personalised support for all staff to raise standards in specific areas of T&L following triangulation incl. ECT induction. Clear cycles are in place to ensure that appraisal, pupil progress reviews, data triangulation, book/planning scrutiny, pupil interviews, lesson drop-ins, stakeholder views and moderation of standards are robust. Outcomes also feed into appraisal to ensure that staff are supported, but also held to account. Governors rigorously hold senior leaders to account to ensure that performance management promotes effective practice across the school and outcomes of performance link to career/pay progression. Leaders monitor the progress of groups of pupils to avoid underachievement through regular pupil progress meetings, regular monitoring and evaluation activities. Senior leaders are also assigned to monitor vulnerable groups, Provision Mapping, SEND, Pupil Premium etc. Governors also evaluate how efficiently the school is led and managed e.g. through scrutinising school performance against national and local standards (where appropriate) and measuring success and impact of any targets set. Staff at all levels participate in debates around pedagogy and also take an active role in school evaluation to ensure all leaders have a deep and accurate understanding of school effectiveness. Ofsted also support this - leaders are **very astute and have a clear understanding of the strengths and areas for improvement in their subjects** - **"Their action plans are sharp and well planned. Middle leaders use monitoring and evaluation very effectively to improve the quality of teaching"**.



## Leadership and management

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This has been maintained throughout the pandemic and beyond/during the transitional period.

- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.

- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow off-rolling.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to Covid-19 and beyond/during the transitional period.

- Leaders protect staff from bullying and harassment.

- Governors understand their role and carry this out effectively. They ensure the school has a clear vision and strategy, resources are managed well and leaders are held to account for the quality of education.

- Those with responsibility for governance ensure that the school fulfils its statutory duties e.g. under the Equality Act 2010, and other duties e.g. in relation to the 'Prevent' duty and safeguarding.

- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

> Leadership and management are exceptional.

> Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

> Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

> Staff consistently report high levels of support for well-being issues.

### Priorities for 2021-22

- Reinstate robust monitoring and evaluation activities which were affected due to restrictions and staffing shortages during the Covid-19 pandemic
- Senior leaders to develop targeted plans for the use of additional funding to enable children to make accelerated progress in 2021-22 e.g. Catch Up Funding, National Tutoring grants and Pupil Premium funding used to improve the progress of disadvantaged pupils incl. focus on speaking and listening and language needs etc, reading and phonics tutoring support etc.
- Supporting the emotional/physical wellbeing of both staff and children remains key

Our curriculum has been revised again in 2020-21 to ensure that it is still relevant and meaningful to our children in the world and locality where we live. It focuses on key objectives from TAFs and the National Curriculum/EYFS Frameworks and we ensure our provision is broad, balanced, developmental and that it promotes fundamental British Values/SMSC. After a period of a Recovery Curriculum and curriculum modification last year to support children as they returned to school and to address gaps in learning from the Covid-19 pandemic, the children now have access to the full curriculum and we have re-established an offer of enrichment activities.

Leadership and management ensure that all aspects of statutory requirements are fully met; we refined our skills progression documents again in Summer Term 2022 to identify the key skills and expectations for each year group, in line with statutory Assessment Frameworks. The intent of our curriculum is that it has breadth/depth/relevance and develops a deep body of knowledge, meets the needs of all pupils, and prepares them well for their next stage in their education. Our curriculum is designed to ensure coverage of appropriate and clear objectives, linked to both national policy and our overarching vision and ethos. We implement this through our clear teaching and learning policy and child centred approach, personalised to meet the needs of our learners.

**"Leaders think carefully about how the curriculum meets the needs of the pupils in the school. They have a clear curriculum vision that focuses on how the school's curriculum will contribute to developing pupil characteristics e.g. being responsible citizens, being aspirational and forward-thinking, as well as being reflective and resilient learners. The rich and varied curriculum fosters pupils' spiritual, moral, social and cultural development throughout. Pupils learn about other cultures and study different religions. The breadth of the curriculum ensures that pupils are very well prepared for life in modern Britain. Pupils know about British values and can discuss what they are and how they reflect school life."** Ofsted 2019

Our curriculum actively promotes SMSC and the fundamental British values of democracy, rule of law, individual liberty, tolerance and respect incl. respect for people of all faiths, races, genders, ages, disabilities and sexual orientation. This is at the heart of all we do, and is complemented by our PSHE and work on Relationships Education, Diversity Week and assemblies promoting SMSC. Leaders promote equality of opportunity and diversity exceptionally well, and the ethos and culture of the whole school mitigates against any form of direct or indirect discriminatory behaviour. We use rigorous assessment to measure the impact of policy and curriculum on our pupils. Our children report that lessons make sense and are suitably challenging. **"Checks carried out on the quality of teaching are systematic and effective. Leaders work closely with staff to evaluate where teaching can be improved. Feedback to staff is precise and helpful. As a result, the impact of teaching is at least good, with much being outstanding."** Ofsted 2019

**Safeguarding** arrangements to protect children and young people and promote their welfare are robust and meet all requirements. Our orderly and hardworking school community promote high levels of achievement, personal welfare and behaviour. During times of school closures, we encouraged vulnerable children to attend, regularly communicated with families and agencies, delivered learning packs and food vouchers to families, conducted welfare calls and visits etc. Safeguarding information is available around school/website and forms part of staff and volunteer induction.

Record keeping - we use CPOMs to record and analyse concerns incl. to monitor behaviour, incidents, attendance etc. which is monitored by our Safeguarding Governor, along with the Single Central Record. We work closely with the Safeguarding Team and external partners to identify, refer and support any children at risk of harm or any extremist behaviour. We have clear and consistent procedures to identify and address the needs of any pupils at risk, and all staff regularly receive Child Protection briefings in addition to training led by Sheffield Children Safeguarding Partnership (3 year Basic Safeguarding Training was last delivered on 23<sup>rd</sup> October 2020).

Leaders prevent radicalisation and extremism by ensuring all staff receive relevant training and build children's resilience to radicalisation by promoting British values and encouraging them to challenge extremist views e.g. through School/Class Council, anti-bullying, PSHE, online safety etc. **"The strong safeguarding culture in the school is reflected well in pupils' understanding of how to keep themselves safe. Training for staff is regular and purposeful. They have an excellent understanding of their responsibilities and report concerns in a timely way. Staff are clear about legal guidance on aspects such as female genital mutilation and the 'Prevent' duty. Leaders carry out regular checks to make sure that staff understand changes in the school's safeguarding policy. The arrangements for safeguarding are effective. The level of care and consideration for pupils' safety is exceptionally strong. The designated safeguarding leads have well organised systems in place to ensure that concerns are recorded and followed up rigorously."** Ofsted 2019

**Governors** are committed to their three core functions of overseeing the financial performance of school, holding the Headteacher to account for educational performance, and ensuring clarity of vision, ethos and strategic direction. They ensure high expectations for the conduct of pupils and staff which helps to create a learning centred culture. Our existing members are experienced and are able to provide challenge, ask focused questions and hold staff to account (see GB minutes, evidence from focus visits and Governor Training Log) to improve standards in school. They relentlessly focus on school improvement priorities through their commitment to the pursuit of excellence, and culture of high expectations and aspirations. Governors hold senior leaders stringently to account for all aspects of school performance, incl. financial resources, which ensure that staff are skilfully deployed and resources used to maximise outcomes for pupils. **Through effective financial management, a historical deficit has now been cleared and our financial position is stable. "The governing body is exceedingly well led. Governors have a broad range of skills and are determined to get the very best for the school community. They have been instrumental in driving improvement in the school."** **"Members of the governing body provide excellent challenge and support to leaders on all aspects of school improvement."**

SIP D ensures that **physical and mental wellbeing of staff** continues to be a focus.

**"Staff are all proud to work at this school"** and, **"Staff said: 'There are no 'unnecessary' tasks put on staff."** **"Staff are encouraged and respected in discussing workload. Honest and open conversations can be had about what works and what doesn't work and how reductions can be made while maintaining high expectations and outcomes."**

Caring, sharing, learning for life